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ABSTRACT

Self-regulation in North American higher education is inherent in university behavior, having existed and expanded throughout most of the past century. However, the rest of the university world is just starting to experience a significant level of control over program development, financial management, and evaluation and the subsequent need for self-regulation. This book describes the development and evolution of several major forms of regulatory systems for higher education in the United States and other countries, with particular emphasis on the universities' increasingly complex and self-regulatory intentions and characteristics. It focuses primarily on the nature and development of evaluation systems as they are experienced in the wider concept of regulation--their attributes, strengths, limits, and how they can be improved. The presentation is based upon conceptual models for regulation, evaluation, and self-assessment developed over the last 20 years, some of which have been used by those constructing collaborative self-regulation schemes in several countries. In addition, the book presents analyses of the patterns that are emerging, the apparent national determinants, and the critical relationships between purposes and means in the systems. Appendices contain sources of information concerning evaluation programs, a sample survey, and excerpts from several handbooks and papers addressing internal and external quality control and self-evaluation. Contains approximately 150 references and an index. (GLR)

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